DOCUMENT RESUME

ED 283 927 UD 025 639

TITLE	Looking at Chapter 2: 1985-86.
INSTITUTION	Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO	AISD-85-15
PUB DATE	86
NOTE	22p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; *Compensatory Education; Cross Age Teaching; Discipline; Dropout Prevention; *Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; Exceptional Persons; Field Trips; High Risk Students; Reading Instruction; School Community Relationship; *Student Transportation
IDENTIFIERS	*Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2

ABSTRACT

This report describes and evaluates nine Chapter 2-funded programs in the Austin (Texas) Independent School District. The major positive findings were the following: (1) disciplinary actions have decreased since the implementation of Project ASSIST (Assisting Special Students in Stress Times); (2) extra transportation has allowed some reassigned secondary students to participate in extracurricular activities; and (3) Outdoor Learning study trips have helped students develop social interaction skills and have complemented science and social studies units. In addition, the following problems were uncovered: (1) Project PLUS (Progress and Learning for Underachieving Students) participants showed gains that were below predicted levels in reading and mathematics; (2) the Writing to Read program did not provide instruction to students until the end of the school year; (3) Chapter 2 Formula-funded bus monitors did not actively supervise students on the secondary portion of the run, even though they were paid for this time; and (4) at four of the schools with Spanish as a Second Language, instruction did not begin until the second semester of the school year. A bibliography is appended. (PS)

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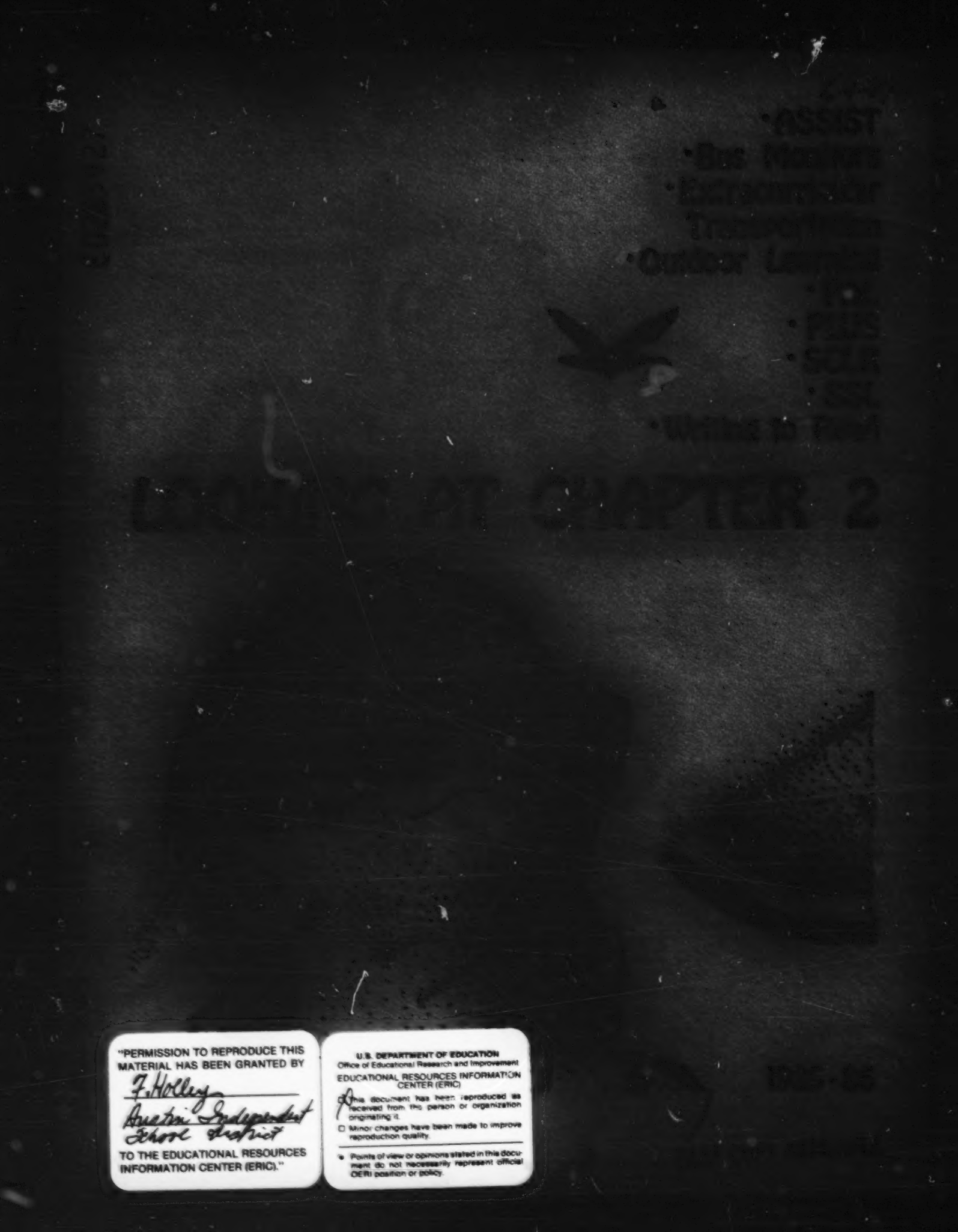

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CHAPTER 2 DISCRETIONARY/CHAPTER 2 FORMULA: 1985-86 FINAL REPORT

EXECUTIVE SUMMARY

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MAJOR POSITIVE FINDINGS

1. Disciplinary actions have decreased in the three years since the implementation of Project ASSIST.

2. Most (82.8%) secondary campus administrators agreed that the provision of extracurricular transportation made it possible for some reassigned secondary students to participate in extracurricular activities who could not otherwise. An average of 650 students per day rode to or from school on an extracurricular bus.

3. Teachers whose classes participated in the Outdoor Learning Program reported that the activities during the Outdoor Learning study trip allowed their students to develop social interaction skills and complemented science or social studies units for their grade levels. A total of 222 classes (approximately 5,550 students) went on study trips.

MAJOR FINDINGS REQUIRING ACTION

1. PLUS students showed gains that were below predicted levels in reading and mathematics based on the Report on School Effectiveness (ROSE). These analyses take demographic and previous achievement data into account in comparing PLUS student performance to that of other AISD students.

2. Writing to Read did not provide instruction to students until April 14, 1986.

3. Chapter 2 Formula-funded bus monitors did not actively supervise students on the secondary portion of the run, even though they were paid for this time. A problem exists because there is no way to get the monitors back to the base after the elementary run.

4. At four of the schools with Spanish as a Second Language, instruction did not begin until January 20, 1986.

WHAT IS CHAPTER 2 DISCRETIONARY?

WHAT IS CHAPTER 2 FORMULA?

In 1981, Congress consolidated several education laws into one act, the Education Consolidation and Improvement Act (ECIA). The bulk of the consolidation was contained in Chapter 2 of ECIA. The purpose of Chapter 2 is to supplement local district funds in three areas--basic skills development, educational improvement and support services, and special programs. A state receives Chapter 2 funds based on its population of school-aged children and allocates at least 80% of these funds to local school districts. These funds are allocated by formula, and thus are referred to as Chapter 2 Formula funds.

The districts receive an initial allocation based on student enrollment. A supplementary sum is also allocated based on the number of students whose education imposes a higher than average per-pupil cost on the district. Under the Texas formula, districts earn the supplement based on how many low-income students, neglected and/or delinquent children, students of limited English proficiency, and handicapped students they have. Altogether, the Austin Independent School District received $509,800 in Chapter 2 Formula funds for the 1985-86 school year.

The remaining 20% of the Chapter 2 funds are termed discretionary funds and may be spent, within certain guidelines, in whatever way the state education agency decides. Texas' Chapter 2 Discretionary funds were set aside for aid to school districts which had received funds in 1981-82 through the Emergency School Aid Act (ESAA) to aid in the implementation of desegregation plans. Grants were awarded on a competitive basis in 1985-86. The Austin Independent School District received $99,248 in Chapter 2 Discretionary funds for the 1985-86 school year. Chapter 2 Discretionary funds will be used at the state level during 1986-87; no funds will be available to individual school districts.

TABLE OF CONTENTS

CHAPTER 2 DISCRETIONARY 1

Project PLUS 1

Writing to Read 4

CHAPTER 2 FORMULA 5

Bus Monitor Program 5

Extracurricular Transportation Program 7

Outdoor Learning Program 8

Peer Assistance and Leadership (PAL) Program 9

Project ASSIST 11

School-Community Liaison Program 14

Spanish as a Second Language Program 15

BIBLIOGRAPHY 16

CHAPTER 2 DISCRETIONARY

The Austin Independent School District allocated its Chapter 2 Discretionary funds to two desegregation-related programs during the 1985-86 school year. These programs and their level of funding were:

- Project PLUS ($36,361), and
- Writing to Read ($62,887).

This report will describe each program and present findings obtained from the evaluation activities conducted by the Office of Research and Evaluation. A detailed description of the evaluation procedures is provided in the Chapter 2 Discretionary: 1985-86 Technical Report, ORE publication number 85.28-B.

PROJECT PLUS

WHAT IS PROJECT PLUS?

Project PLUS (Progress and Learning for Underachieving Students) provided early intervention for first graders who were at risk of having difficulty with the regular first-grade curriculum. The goal of the program was to help these students to achieve and experience success and to improve their self-concept and attitudes toward learning and school. In this way, it was hoped that participants would be less likely to drop out later on. Forty-two children from two elementary schools received supplemental small-group instruction in mathematics and reading from two teachers.

The total cost of Project PLUS was $36,361. With 55 students served at some time during the year, the cost per student was $661. The cost of providing one hour of service per day for a year was $710 per student. The cost of providing the service for six hours a day would be $4,258 per student.

WHAT STUDENTS WERE SELECTED FOR PROJECT PLUS?

Student selection at both schools, Govalle and Sunset Valley, was based on ITBS scores, performance on the Metropolitan Readiness Test, and teacher assessment. Those evaluated at the lowest level were chosen at Sunset Valley. Govalle chose those below the thirtieth percentile, not necessarily the lowest achievers.

The characteristics of the 42 children served by Project PLUS over three months during the 1985-86 school year are outlined in Figure 1.

SCHOOL	ETHNICITY				SEX	
	ANGLO	BLACK	HISPANIC	OTHER	BOYS	GIRLS
Sunset Valley	2	12	10	0	17	7
Govalle	2	12	3	1	11	7
TOTAL	**4**	**24**	**13**	**1**	**28**	**14**

Figure 1. CHARACTERISTICS OF STUDENTS SERVED IN PROJECT PLUS.

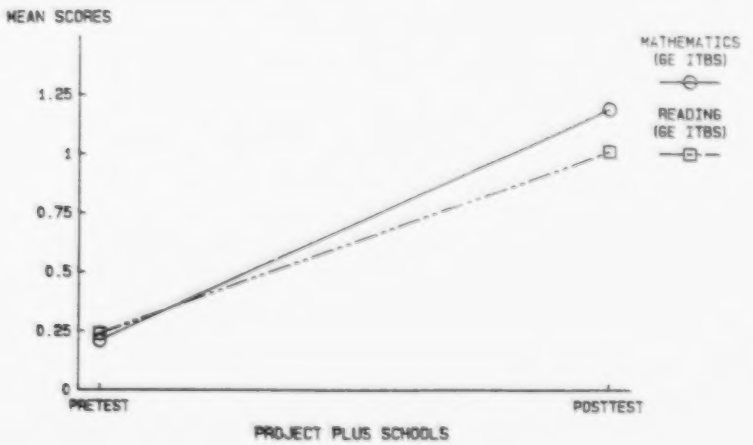
HOW WAS THE PROGRAM IMPLEMENTED?

Children in both schools were taught in a regular classroom and in addition, worked with the PLUS teacher every day in small groups of four to six students. The teachers worked on mathematics for 30 minutes each morning and on reading for 30 minutes each afternoon. Instruction began in October, as soon as the funds were released.

WAS THE PLUS PROGRAM SUCCESSFUL?

Achievement

The standard for success listed in the proposal was that PLUS students would show significantly greater gains than similar students in AISD based on the Report on School Effectiveness (ROSE). The ROSE regression analyses took previous achievement and a number of demographic factors into account in comparing PLUS students' achievement to that of others in AISD. **PLUS students' gains were below predicted levels.** On the average, those served by PLUS gained about 0.8 grade equivalent (GE) in reading and about 1.0 GE in mathematics (see Figure 2). Other AISD low achievers showed greater gains between kindergarten and first grade. Students remained eight months below the national average in reading and six months below in mathematics by spring, 1986.



MEAN SCORES	GOVALLE	SUNSET VALLEY	TOTAL
Total N	16	13	29
Mean pre math (GE ITBS)	.23	.18	.21
Mean post math (GE ITBS)	1.21	1.15	1.19
Gain in math	.98	.97	.98
Mean pre reading (GE ITBS)	.22	.26	.24
Mean post reading (GE ITBS)	.95	1.07	1.01
Gain in reading	.73	.81	.77

Figure 2. MEAN SCORES FOR STUDENTS SERVED BY PROJECT PLUS. Iowa Tests of Basic Skills Reading Total and Math Total scores are reflected. Language scores were used at the ITBS pretest.

Most teachers surveyed viewed the program as a valuable learning experience for the students involved, and felt that those served gained more success experiences in the project than possible in the classroom alone.

Retention/Dropouts

Project PLUS was conceived as an early dropout prevention program. One aspect of preventing dropouts is preventing retention. However, because the proposal did not specify an objective in this area and these students are very low achievers, it is very difficult to judge results in this area. Staff generally felt retention could be prevented for some students. The rest, though retained, would have a good foundation for repeating first grade. Four of six teachers at PLUS schools viewed it as a valuable early dropout intervention strategy.

Of the 42 students served over three months by PLUS, 12 were promoted (29%) and 30 (71%) were recommended for retention. This retention rate was higher than that seen in 1983-84, when 47% of those served were retained. However, staff, instructional arrangements, and the retention policy are now somewhat different.

WRITING TO READ

WHAT IS WRITING TO READ?

Writing to Read is a multi-sensory, computer-assisted program designed to teach kindergarten children to read through writing. It consists of four work stations.

- The computer station where children could interact with the computer, reading and saying words and letters,
- The writing/typing station where the children could type stories,
- The listening station where the children could listen to a tape recording of a story and follow the story in a book, and
- The make-words station where the child could make words out of clay, blocks, or any other form of materials available.

The total cost of Writing to Read for 1985-86 was $62,887. During this first year of implementation, the cost per student was $359. The cost per contact hour per year was $2,695, with the FTE student per year cost being $16,166. However, the contact hour and FTE student costs were inflated due to the fact that the students only received 35 days of instruction, and the hardware and software needed for the program were purchased this year.

HOW WAS IT IMPLEMENTED?

AISD chose to use Writing to Read with all first graders (N=175) at Oak Springs. The program was implemented very late (April 14, 1986) because a needed portable building was not ready until that time.

When the project did begin it ran smoothly and the lab was well organized and efficiently run. Each class was served for 40 minutes per day in the lab.

CAN THE PROGRAM BE SUCCESSFUL?

When the assistant principal and aide were interviewed they stated that the program would stimulate the children to learn and that the children liked the chance to work with computers. Most teachers also believed that the program would increase the learning for those involved.

Writing to Read staff should consider restricting access to the program to those below the 50th percentile. Oak Springs has many 1st graders above this level. The program may be too easy and slow-paced for average and high achievers (even though they may enjoy the computers).

CHAPTER 2 FORMULA

During the 1984-85 school year, the Austin Independent School District allocated its Chapter 2 Formula funds to seven desegregation-related programs and services. The seven activities funded and the amount of funding they received were:

- Bus Monitors ($165,401),
- Extracurricular Transportation ($186,705),
- Outdoor Learning Program ($16,000),
- Peer Assistance and Leadership Program ($10,656),
- Project ASSIST Instructional Monitors ($45,856),
- School-Community Liaison Program ($12,000), and
- Spanish as a Second Language Teachers ($21,399).

The findings obtained from the evaluation activities conducted for each program will be discussed below. A detailed description of the evaluation procedures is presented in the Chapter 2 Formula: 1985-86 Technical Report, ORE publication number 85.14.

BUS MONITOR PROGRAM

WHAT IS THE BUS MONITOR PROGRAM?

The Chapter 2 Formula-funded Bus Monitor Program provided part-time monitors who assisted students and bus drivers on routes to and from the following elementary schools with students in grades 1-3 who are bussed for desegregation.

- Bryker Woods
- Govalle
- Metz
- Norman
- Oak Springs
- Sanchez
- Sims
- Sunset Valley
- Wooten

Bus monitors were assigned to busses serving these schools based on a combination of factors:

- Distance of routes,
- Historical problems of routes, and
- Principal requests.

During the 1985-86 school year, there were 16 three-quarter time bus monitors on eighteen routes. Approximately 960 elementary students rode on busses supervised by bus monitors. With Chapter 2 Formula funding of $165,401, the cost per student for this service during the 1985-86 was $172.29.

WHAT TRAINING DID BUS MONITORS RECEIVE?

Although staff development in first aid and student discipline was offered to the bus monitors, available records indicate that very few participated. A stipend was paid to those attending, but the training was not made mandatory for all bus monitors. Required staff development might be more effective.

WHAT DO BUS MONITORS DO?

An observation form was developed by the Office of Research and Evaluation staff to collect information concerning the activities of bus monitors. The Supervisor of Personnel for the Department of Transportation was contacted and a list of 13 bus monitor duties and responsibilities was generated.

During the 10 bus monitor observations, the number of times the bus monitor performed these activities was recorded. The most frequently observed activities were:

- Requesting students to be seated properly,
- Assigning seats, and
- Requesting students to keep the noise level down.

The other activities listed on the observation form were not performed to the extent of the three listed above. Activities observed an average of less than once per route included reminding students of the riding rules, requesting students to keep their limbs within the bus, preventing fights, counting students before the bus leaves the school, helping students cross the street, and cleaning the bus after the route. Activities that had been identified as bus monitor duties that were never observed included breaking up fights, helping students to the school entrance, and preventing vandalism.

Each bus observed picked up and delivered elementary students to their assigned campus or their homes, then picked up and delivered secondary students to their assigned campus or their homes on the second portion of the run. Because there was no way to get the bus monitors back to the transportation base after the elementary run, they rode on the secondary portion of the run, but were not required to supervise the junior and senior high students on the bus at that time. As a result, the monitors were paid for a period of time during which they had no duties or responsibilities. On only one of the routes observed did the monitor take an active role in supervising students on the secondary portion of the run. Perhaps the effectiveness of the bus monitor program could be increased if duties were assigned to the monitors during the secondary run. Although the students riding on the secondary run do not need the assistance that the younger children require, their behavior during the observations indicated that supervision is needed.

EXTRACURRICULAR TRANSPORTATION PROGRAM

WHAT IS EXTRACURRICULAR TRANSPORTATION?

The Extracurricular Transportation Program is a service provided by the AISD Transportation Department to 18 junior and senior high schools. Its purpose is to provide transportation before and after school for students who have been reassigned due to the District's desegregation plan and who participate in extracurricular activities. Transportation was provided to and from activities at the following senior high schools: Anderson, Austin, Crockett, Johnston, Lanier, McCallum, Reagan, and Travis. This service was also provided to the following junior high schools: Burnet, Bedichek, Dobie, Fulmore, Lamar, Martin, Murchison, Porter, and O.Henry.

WHAT KINDS OF EXTRACURRICULAR TRANSPORTATION WERE PROVIDED?

In the morning, students involved in drill team, computer class, band, athletics, and tutoring classes were picked up by a bus after it finished a regular elementary run. Two busses (one at 4:45 and a later athletic bus) picked up students involved in afternoon extracurricular activities.

DID THIS SERVICE GIVE REASSIGNED STUDENTS AN OPPORTUNITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES?

Campus administrators at the 18 junior and senior highs receiving this service were surveyed and asked if the provision of extracurricular transportation made it possible for some reassigned secondary students to participate in extracurricular activities who could not otherwise. The majority (82.8%) of these administrators either agreed (42.2%) or strongly agreed (40.6%) with this item.

HOW MANY BUS RUNS WERE PROVIDED?

On an average day, 84 extracurricular transportation trips for students bussed for desegregation were run. This total included approximately 11 morning activity trips, 41 early afternoon trips, and 32 late afternoon athletic trips.

WHAT WAS THE COST PER STUDENT?

According to the Department of Transportation, an average of 650 students per day rode to or from school on a extracurricular transportation trip. The cost of providing this service was $768,389.06 (of this total, $313,165.80 (40.8%) was reimbursed by Chapter 2 Formula funds). The approximate cost per student for the 1985-86 school year was $1182.14 (of this, the Chapter 2 Formula cost per student was $481.79).

OUTDOOR LEARNING PROGRAM

WHAT IS THE OUTDOOR LEARNING PROGRAM?

The Outdoor Learning Program organized and funded study trips to several sites in the Austin area (McKinney Falls State Park, Crowe's Nest, Mayfield Park, Wild Basin, Shoal Creek, and the Natural Science Center) for elementary students in paired schools. The three main goals of the program were:

- To reinforce concepts and ideas taught in the classroom through hands-on instruction,
- To develop social interaction skills by doing group activities, and
- To provide resources for classroom teachers.

HOW MANY STUDENTS WERE SERVED?

Classes in any elementary school paired in the desegregation order were eligible for Outdoor Learning study trips. A total of 30 elementary schools were eligible. Because there were more classes interested in participating than could be funded, a lottery was held to select the classes to take study trips. A total of 222 classes went on study trips (111 busses were provided, with 2 classes per trip). Based on an average of 25 students per class, approximately 5,550 students were served. The program received $16,000 in Chapter 2 Formula funds; based on the estimated number of students served, the cost per student was $2.88.

HOW DID TEACHERS EVALUATE THEIR TRIPS?

Using the districtwide teacher survey, a sample of participating teachers were asked to evaluate the study trips their students attended. In general, the respondents were very positive about all aspects of the Outdoor Learning Program that were included in the survey. For the most part, participating teachers agreed with the following statements:

- The teachers/guides at the site were well prepared.
- The level of instruction at the site was appropriate for the students in my classroom.
- The activities complemented science or social studies units for my grade level.
- Activities during the study trip allowed my students to develop social interaction skills.

PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM

WHAT IS THE PAL PROGRAM?

A limited number of 11th and 12th grade students were selected and trained to serve as peer facilitators to work with younger students from their high schools, feeder junior high schools, and feeder elementary schools. Their purpose was to help these younger students anticipate and deal with the situations and problems they face as they progress through school. There was a program sponsor from the staff of each of the participating high schools (Crockett, Johnston, LBJ, and Travis). Austin Child Guidance staff assisted in the selection, training, and supervision of program participants in this semester-long course.

During the fall semester, 72 students were enrolled in the PAL course. In the spring semester, 81 students took the class, some of whom also were enrolled in the fall semester. A total of 104 students were enrolled in the PAL course during the 1985-86 school year, for a cost per student of $69.64 per semester.

WHAT TRAINING DID THE PAL STUDENTS RECEIVE?

At the beginning of each semester, the PAL students had a three-week training period, which was given by the PAL sponsor. In addition, guest speakers made presentations throughout the year on such topics as communication skills, mediation and conflict resolution, problem-solving strategies, sexual abuse, sexual decision-making, and chemical dependency.

HOW MANY TARGET STUDENTS RECEIVED COUNSELING FROM PAL SPONSORS?

An unduplicated count of students showed that 462 students were served. In addition, PAL students worked with groups of eight or more students on 29 occasions.

WHY WERE STUDENTS REFERRED TO PAL?

The greatest percentage of referrals (41.7%) were for academic problems. Another frequently cited reason for referral was for discipline/behavior problems (18.4%). Other reasons included substance abuse, truancy, orientation for new students, and self-esteem problems. Many PAL students failed to enter information on the PAL student log accurately for the students they assisted; therefore, the reasons for referral for a large number of students are unknown.

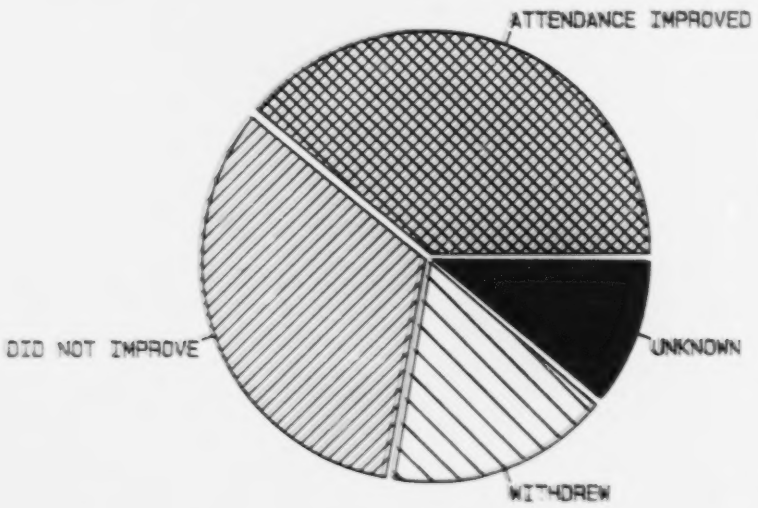
DOES PARTICIPATION IN THE PAL PROGRAM RESULT IN ACHIEVEMENT GAINS FOR STUDENTS REFERRED FOR ACADEMIC PROBLEMS?

The ITBS and TAP grade equivalent composite scores were examined for students who were referred to PAL for academic problems and for whom valid total battery scores were available.

Students in grades 2, 6, 7, 8, and 11 who were tutored made gains above the national average. The students in grades 3, 4, 5, 9, and 10 made gains below the national average. However, the number of students involved at each grade level was very small and caution should be used in interpreting these results.

DID SCHOOL ATTENDANCE IMPROVE FOR STUDENTS REFERRED BECAUSE OF TRUANCY OR ABSENTEEISM?

Of the 18 students referred because of truancy or absenteeism, the attendance for seven (38.9%) students improved. Of the remaining students, six (33.3%) did not show an improvement in attendance, three (16.7%) withdrew from school, and two (11.1%) were referred to PAL during the 6th six weeks (therefore, no attendance data was available after their referral).



SCHOOL ATTENDANCE FOR STUDENTS
REFERRED TO PAL FOR TRUANCY

PROJECT ASSIST

WHAT IS PROJECT ASSIST?

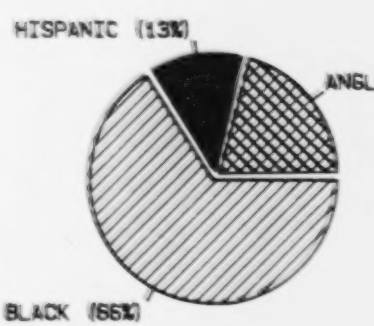
Project ASSIST (Assisting Special Students in Stress Times) was implemented during the 1983-84 school year at three elementary schools--Blanton, Walnut Creek, and Wooldridge. It is based on an approach to discipline called reality therapy, which stresses the importance of teaching students to accept responsibility for their own behavior, in contrast to punishment which controls behavior by fear or threats. Teachers were trained in the use of reality therapy and three instructional monitors were hired to supervise the ASSIST rooms, an in-school suspension room for misbehaving students. During the 1985-86 school year, a fourth instructional monitor was hired to supervise an ASSIST room at Blackshear.

A total of 564 students were referred to the ASSIST classroom at least once during the 1985-86 school year. Based on the Chapter 2 Formula allocation of $45,856, the cost per student referred was $81.30.

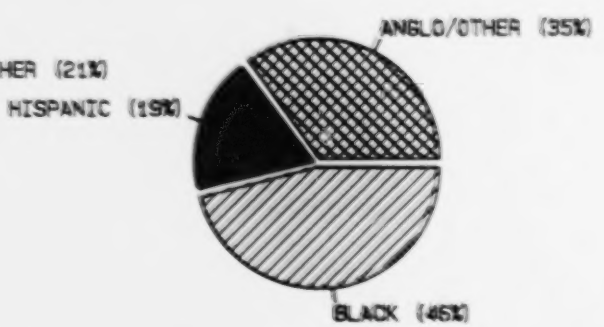
WHICH STUDENTS WERE REFERRED TO THE ASSIST CLASSROOM?

Information from the student logs kept by the instructional monitors was used to obtain the sex, ethnicity, and special education status of students referred to the ASSIST room. In general, more males (69%) than females (31%) and more Blacks (66%) than Anglo/Others (21%) or Hispanics (13%) were referred to the ASSIST room. Eighteen percent of the students referred were Special Education students.

The figures below show the ethnicity of students referred to ASSIST and the ethnicity of all students in the ASSIST schools.



ETHNICITY OF STUDENTS REFERRED TO ASSIST



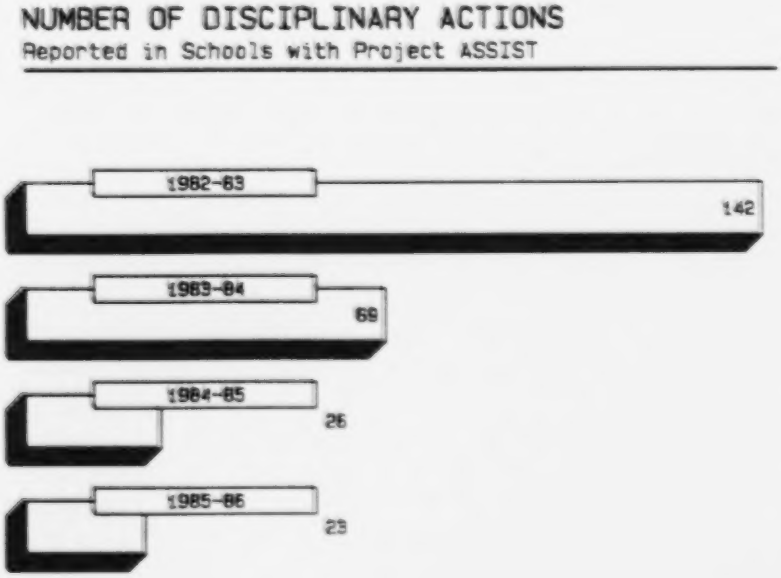
ETHNICITY OF ALL STUDENTS IN PROJECT ASSIST SCHOOLS

WHY WERE STUDENTS REFERRED TO THE ASSIST ROOM?

The three most frequently reported reasons for referral to the ASSIST room were disobeying or abusing the teacher (30.6%), disrupting class (23.4%), and hitting or striking another student (20.9%). A small percentage (9.5%) of the referrals were for verbal harassment of another student. Other offenses that were reported included truancy, inappropriate sexual behavior, inappropriate school bus behavior, inappropriate behavior in the hallway or lunchroom, and using profanity.

DID PROJECT ASSIST EFFECT THE NUMBER OF DISCIPLINARY ACTIONS?

Because of changes in the definitions for suspensions and expulsions, data in individual categories could not be compared across years. Instead, the total number of disciplinary actions (excluding corporal punishment) was compared. The figure below shows the number of disciplinary actions for 1982-83 (before the implementation of Project ASSIST), 1983-84 (the first year of Project ASSIST), 1984-85 (the second year of Project ASSIST), and 1985-86 (the third year of Project ASSIST, except at Blackshear, where it was the first year of implementation).



Overall, the total number of disciplinary actions in the four schools has declined since the implementation of Project ASSIST. However, at Blanton the number of disciplinary actions has increased since 1984-85, but is still lower than before the implementation of Project ASSIST.

DID PROJECT ASSIST HAVE AN EFFECT ON THE USE OF CORPORAL PUNISHMENT?

Principals at the four schools were asked during the spring interview about their use of corporal punishment. Of the four principals, two reported that they did not use corporal punishment, and a third said that she did not like to use it. The fourth principal said that corporal punishment was not used as much at her school during the 1985-86 school year as a result of the implementation of Project ASSIST.

Using information from the Office of Student Affairs files, the number of incidences of corporal punishment at the Project ASSIST schools was examined. At three of the schools there were no incidences reported during the 1985-86 school year. However, at the fourth school there was a sharp rise in the number of reported cases. When this principal was contacted concerning the number of cases on the files, the principal said that the number reported may have been an error and felt that the number of incidences that occurred was much lower.

HAS THE PROGRAM RESULTED IN STUDENTS DEVELOPING GREATER SELF-DISCIPLINE OR INCREASED CLASSROOM COPING SKILLS?

Districtwide Teacher Survey

Responses to survey items related to self-discipline and coping skills indicate that:

- Over half (60%) of the teachers surveyed agreed that their students developed greater self-discipline as a result of Project ASSIST.
- Almost as many (54.8%) of the teachers reported that their students increased their classroom coping skills as a result of Project ASSIST.

Principal Interview

During the spring interview, the four Project ASSIST principals were asked these same questions concerning self-discipline and coping skills. All principals agreed that Project ASSIST had resulted in their students developing greater self-discipline and increased classroom coping skills. However, one principal indicated that these skills had been developed to a lesser degree because full implementation of the program had not been achieved at her school.

SCHOOL-COMMUNITY LIAISON PROGRAM

WHAT IS THE SCHOOL-COMMUNITY LIAISON PROGRAM?

The School-Community Liaison program provides human-relations problem resolution, assistance to students identified as potential dropouts, crisis intervention, school-community support services, and student activity support to AISD schools most impacted by desegregation. General assistance is also given to parents during conference periods and home visits, thus providing a link between the school and home.

WHAT ACTIVITIES WERE FUNDED BY CHAPTER 2?

The School-Community Liaison Program used its Chapter 2 Formula funds ($12,000) in two areas:

- Transportation, and
- Reproduction.

Transportation was provided to parents and students impacted by the District's desegregation plan to attend activities such as school orientations and Parent-Teacher Association (PTA) meetings. Busses were also provided to transport students to field trips, multicultural activities, workshops, retreats, and dances. During the 1985-86 school year, a total of 217 busses were paid for with Chapter 2 Formula funds.

Funds from the Chapter 2 Formula account were also used to pay for the reproduction of one school newsletter and several other publications used to increase parental contact. Chapter 2 Formula funds were used to reproduce the following:

- Ortega's school newsletter,
- Black Heritage calendar,
- Diez y seis de Septiembre flyers,
- La Peña El Calendario,
- Cinco de Mayo information,
- Tutorial Services flyer, and
- Media Contacts listing.

SPANISH AS A SECOND LANGUAGE

WHAT IS THE SPANISH AS A SECOND LANGUAGE PROGRAM?

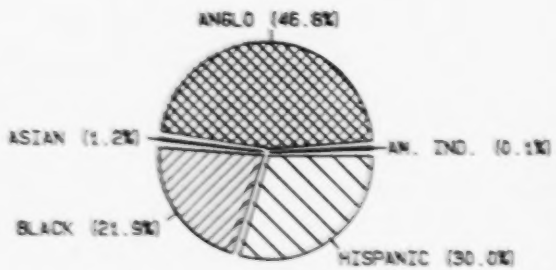
Chapter 2 Formula funds were allocated to provide portions of the salaries for five Spanish as a Second Language (SSL) teachers. These teachers provided instruction in Spanish language skills and the Hispanic culture to non-Spanish speaking students in the following eleven elementaries:

- Blackshear,
- Brooke,
- Casis,
- Graham,
- Highland Park,
- Oak Springs,
- Ortega,
- Sanchez,
- Sunset Valley,
- Wooldridge, and
- Zavala.

Of the $104,175 allocated for this program, $21,399 was provided by Chapter 2 Formula funds. The remaining amount came from Chapter 2 Discretionary carryover funds and local funds. The cost per student served was $59.36 (of this, the cost per student from Chapter 2 Formula funds was $12.19).

WHO WAS SERVED?

A total of 1,759 students were served at the eleven campuses. Approximately half (46.8%) of these students were Anglo. The remaining students were Hispanic (30.0%), Black (21.9%), Asian (1.2%), and American Indian (0.1%).



ETHNICITY OF SSL STUDENTS

Students served were identified for SSL instruction based on teacher recommendation. The criteria for recommendation included high reading level, good speaking/listening skills, and a high interest in Spanish. Parental permission was required before students could participate.

Students in the SSL program were served 2-3 days a week for an average of 25 minutes per lesson. Instruction began in the fall at eight of the schools; due to a delay in staffing, however, SSL instruction did not begin until January, 1986, at Casis, Oak Springs, Wooldridge, or Zavala.

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Publication Number 85.15

Cover Drawing by Jessica Lopez, Austin High